

# FPU

## 2013-14 Work Plan



**Florida Polytechnic University**

*Work Plan Presentation for 2013-14 Board of Governors Review*



## INTRODUCTION

*The State University System of Florida has developed three tools that aid in guiding the System's future.*

- 1) The Board of Governors' new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed;*
- 2) The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
- 3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

*These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.*

*The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.*

*Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



## TABLE OF CONTENTS

	Page
<b>1. STRATEGY</b> .....	4
a. Mission Statement.....	4
b. Vision Statement.....	4
c. Statement of Strategy.....	5
d. Strengths and Opportunities.....	6
e. Key Initiatives & Investments.....	7
<b>2. KEY PERFORMANCE INDICATORS</b> .....	10
a. Goals Common to All Universities.....	11
b. Goals Specific to Research Universities.....	12
c. Institution Specific Goals.....	13
<b>3. OPERATIONS</b> .....	14
a. Fiscal Information ( <i>includes Tuition Differential Fee Request</i> ).....	15
b. Enrollment Planning.....	21
c. Academic Program Coordination.....	23
<b>4. DEFINITIONS</b> .....	26



## STRATEGY

### MISSION STATEMENT (What is your purpose?)

Florida Polytechnic University's mission is to educate students emphasizing Science, Technology, Engineering, and Mathematics (STEM) in an innovative, technology-rich, and interdisciplinary learning environment. The University collaborates with industry partners to offer students real-world problem-solving, work experience, applied research and business leadership opportunities. Florida Polytechnic prepares students to assume available leadership positions in the dynamic technological landscape in Florida, the nation, and the world.

### VISION STATEMENT (What do you aspire to?)

Florida Polytechnic University aspires to be a nationally and internationally recognized institution of higher learning serving the State by preparing students to lead Florida's high tech industries. The student learning experience will focus on practical and applied research, internships with industry partners, and hands-on leadership opportunities delivered by distinguished faculty who excel in their fields.



## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Our market consists of high academic profile students and the high tech industry. Florida Polytechnic University will look to attract talented students from Florida and the nation, who demonstrate an interest in technology and engineering. We will also serve the technology business and industry sector by producing graduates able to satisfy their employment and research needs.

Florida Polytechnic University is developing the following strategies to address our market:

- A strong, accredited technology and engineering curriculum that provides opportunities for practical and applied research, internships with industry partners, and develops leaders for Florida's high tech companies;
- A student-centered academic environment that relies upon academic rigor, our core values, and the polytechnic philosophy (i.e. traditional learning combined with practical experience as it relates to leadership and management);
- Creating a focused and experiential learning environment;
- Developing partnerships with industries to provide real world experiences;
- Developing and planning enrollment will be based upon statistical modeling of Florida High School Graduates and FTE transfer projections for state colleges;
- Creating partnerships with state colleges, magnet schools, and charter and public high schools.
- Establishing a summer program for STEM talented middle and high school students, modeled after Duke University's TIP Program. For example, Florida Polytechnic University is offering a 2013 high school summer robotics program;
- Establishing partnerships with state colleges and grant admission to students who earn Associate degrees in specially designed programs that prepare them for upper level academic work at Florida Polytechnic University; and
- Developing an admissions process that reaches out to prospective students from across the state of Florida.



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

*What are your core capabilities, opportunities and challenges for improvement?*

### **Florida Polytechnic University's strengths include:**

- As a new university, we have the ability to adapt and be nimble.
- Curriculum specialized and focused on innovation and technology;
- Teaching faculty with business and industry experience;
- Renowned field-specific visiting faculty;
- Project-based coursework to encourage students to become critical thinkers and problem solvers;
- Team learning approach and integrated teaching;
- Integrated interaction between graduate and undergraduate research; and
- Rich exchange among disciplines.

### **Our opportunities include:**

- We have a unique mission that allows us to respond to the unmet need for technology and engineering programs that are designed to fulfill the polytechnic philosophy (i.e. traditional learning combined with practical experience as it relates to leadership and management);
- We will capitalize on our ability to work with local, national, and international industries; and
- Work with industry to provide employment demand solutions.

### **Our challenges include:**

- Admitting highly motivated students with a disciplined focus;
- Developing a short timeline to prepare a sound academic curriculum;
- Earning accreditation on an accelerated schedule; and
- Creating a market, image, and brand.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### 1. Academic Program Development and Faculty

Florida Polytechnic University is devoted to offering our graduate and undergraduate students strong technology and engineering degrees designed to respond to cutting-edge high-tech employment demands. During the first and second years the curriculum will be based upon a strong technical core supported with early research opportunities, and involvement in engineering and technology courses. To that end, the curriculum will be cross-discipline and include lab experiences, research opportunities, and internships and co-op relationships with industry partners.

The curriculum will also be designed to maximize operational efficiency by expanding and extending the scheduling of classrooms, laboratories, and other academic space. The university is also exploring the best use of online delivery methods to increase efficiency. Additionally we are increasing operational efficiencies by right-sizing the organization and hiring essential staff.

Over the course of the next year we will create academic programs to develop leaders in the STEM industry. The curriculum will include innovative instructional methods, resources, and reference materials. All programs will include an emphasis on business and finance. During the development process, particular attention will be paid to SACS Comprehensive Standard 3.4.

The quality of program delivery is dependent upon the quality of faculty. Faculty recruitment has begun, with the anticipation of being fully staffed for 2014, by fall 2013, so that faculty may participate in curriculum development. The three-year goal focuses on appropriate faculty staffing to deliver new programs. To reach our goal of hiring teaching faculty with business and industry experience focused on applied research we will:

- Establish a search committee with faculty, administration, and industry/business representation;
- Advertise:
  - on Academic Job Boards ( i.e. Chronicle of Higher Education, Higher Ed Jobs)
  - in Professional Journals (i.e., IEEE Journal of Systems Engineering and Electronics, and the ASME **Journal of Nanotechnology in Engineering and Medicine**)
  - in the publications of Engineering Professional Organizations (i.e. America Society for Engineering Education (ASEE) and the Society of Women Engineers);
- Attend STEM-related conferences to announce vacancies and recruit speakers;
- Visit universities to recruit Ph.D. Candidates and distinguished faculty in key subject areas;
- Offer competitive salaries and benefits;
- Partner with industry for visiting faculty relationships;
- Look to national research laboratories for experienced scientists; and
- Other research universities for faculty interested in a new and innovative environment





### Academic Program Development and Faculty (Continued)

Florida Polytechnic University has begun the process that leads to SACS Candidacy. SACS accreditation standards will be considered and institutional effectiveness measures will be put in place as Florida Polytechnic University's policies, procedures, etc. are developed. We anticipate achieving SACS candidacy by mid-2015 and accreditation by the end of 2016.

Over the course of the next three years we will create a diverse set of academic programs focused on academic quality, operational efficiency, leadership development, and the acquisition of technology and engineering skills, which will prepare our students for placement (return on investment) in Florida's high tech workforce. Enrolling qualified students, retaining them through graduation, and ensuring placement in the high tech industry will provide a strong ROI for the state of Florida.

## 2. Industry Partnerships

Florida Polytechnic University will seek and establish partnerships with high tech industries. A study conducted by educational experts tells us that employers take content/subject expertise as a given, but value graduates with practical experience.

We will consider the following as we establish partnerships:

- Engineering and Technology needs;
- Integration of industry into the curricula and learning experiences i.e., advising, research, co-designed programs; and
- Opportunities to develop an employer's workforce.

High quality internships and co-ops with our industry partners will have a positive impact on academic quality and operational efficiency by providing relevant work experience. A recent study indicates that internships have a high ROI. Employers reported that they "*extended job offers to nearly 70 percent of their interns.*"





### 3. Student Recruitment

Academic quality will be considered as admissions standards and recruitment strategies are put in place to attract and enroll qualified students. Creative academic support will be available to students to assure retention.

The efficient use of important and emerging recruitment tools, such as the efficient use of the Web and social media will maximize operational efficiency.

Financial strategies like assistantships and offering scholarships and financial aid at the time of admission will be identified and implemented.

Enrolling qualified students, retaining them through graduation, and ensuring placement in the high tech industry will provide a strong ROI for the state of Florida.



## KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'<sup>1</sup>, which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

---

<sup>1</sup> The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see [link](#).



## KEY PERFORMANCE INDICATORS

### Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
<b>Academic Quality</b>					
National Ranking for University and Programs					
Describe plans for increasing national preeminence of University and select programs.					
Avg. SAT Score (for 3 subtests)	n/a	n/a	n/a	n/a	1790
Avg. High School GPA	n/a	n/a	n/a	n/a	3.9
Professional/Licensure Exam First-time Pass Rates <sup>2</sup>	n/a	n/a	n/a		
Exams Above National/State Benchmark				n/a	n/a
Exams Below National/State Benchmark				n/a	n/a
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
<b>Operational Efficiency</b>					
Freshman Retention Rate	n/a	n/a	n/a	n/a	TBD*
FTIC Graduation Rates	n/a	n/a	n/a		
In 4 years (or less)				n/a	n/a
In 6 years (or less)				n/a	n/a
AA Transfer Graduation Rates	n/a	n/a	n/a		
In 2 years (or less)				n/a	36%
In 4 years (or less)				n/a	n/a
Percent of Bachelor's Degrees Without Excess Hours	n/a	n/a	n/a	n/a	n/a
Average Time to Degree (for FTIC)	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
<b>Return on Investment</b>					
Bachelor's Degrees Awarded	n/a	n/a	n/a	n/a	TBD**
Percent of Bachelor's Degrees in STEM	n/a	n/a	n/a	n/a	100%
Graduate Degrees Awarded	n/a	n/a	n/a	n/a	TBD**
Percent of Graduate Degrees in STEM	n/a	n/a	n/a	n/a	n/a
Percent of Baccalaureate Graduates Employed in Florida	n/a	n/a	n/a	n/a	TBD
Percent of Baccalaureate Graduates Continuing their Education in Florida	n/a	n/a	n/a	n/a	TBD
Annual Gifts Received (\$M)	n/a	n/a	n/a	n/a	n/a
Endowment (\$M)	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
TOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a

Notes: (1) SAT trends are based on 4 years, (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods, (3) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.

\*No specific reference data available at this time.

\*\*No data regarding mix of students in 2014.



## KEY PERFORMANCE INDICATORS

### Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	n/a	n/a	n/a	n/a	n/a
National Academy Members	n/a	n/a	n/a	n/a	n/a
Number of Post-Doctoral Appointees*	n/a	n/a	n/a	n/a	n/a
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures (\$M) (includes non-Science & Engineering disciplines)	n/a	n/a	n/a	n/a	n/a
Science & Engineering Research Expenditures (\$M)	n/a	n/a	n/a	n/a	n/a
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences (\$M)	n/a	n/a	n/a	n/a	n/a
Percent of Research Expenditures funded from External Sources	n/a	n/a	n/a	n/a	n/a
Patents Issued	n/a	n/a	n/a	n/a	n/a
Licenses/Options Executed	n/a	n/a	n/a	n/a	n/a
Licensing Income Received (\$M)	n/a	n/a	n/a	n/a	n/a
Number of Start-up Companies	n/a	n/a	n/a	n/a	n/a
National Rank is Higher than Predicted by the Financial Resources Ranking (based on U.S. News & World Report)	n/a	n/a	n/a	n/a	n/a
Research Doctoral Degrees Awarded	n/a	n/a	n/a	n/a	n/a
Professional Doctoral Degrees Awarded	n/a	n/a	n/a	n/a	n/a
SUBTOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a
TOTAL OF IMPROVING METRICS	n/a		n/a	n/a	n/a

Note: An asterisk (\*) indicates that 2010-11 is the latest data available for these metrics.



## KEY PERFORMANCE INDICATORS

### Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshman in Top 10% of Graduating High School Class	
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Bachelor's Degrees in Areas of Strategic Emphasis
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1 Bachelor's Degrees in Areas of Strategic Emphasis	n/a	n/a	n/a	n/a	100%
Metric #2 Graduate Degrees in Areas of Strategic Emphasis	n/a	n/a	n/a	n/a	100%
Metric #3 Percentage of Students Participating in Identified Community and Business Engagement Activities	n/a	n/a	n/a	n/a	60%

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

**Goal 1.** *Text here. n/a*

Metric	n/a	n/a	n/a	n/a	n/a
--------	-----	-----	-----	-----	-----

**Goal 2.** *Text here. n/a*

Metric	n/a	n/a	n/a	n/a	n/a
--------	-----	-----	-----	-----	-----



## OPERATIONS



## FISCAL INFORMATION

### University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Appropriations
<b>Education &amp; General – Main Operations</b>						
State Funds	n/a	n/a	n/a	n/a	\$ 27.4	\$ 33.6
Tuition	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
<b>TOTAL MAIN OPERATIONS</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 27.4*</b>	<b>\$ 33.6*</b>
<b>Education &amp; General – Health-Science Center / Medical Schools</b>						
State Funds	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
Tuition	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
<b>TOTAL HSC</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>
<b>Education &amp; General – Institute of Food &amp; Agricultural Sciences (IFAS)</b>						
State Funds	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
Tuition	n/a	n/a	n/a	n/a	\$ 0.0	\$ 0.0
<b>TOTAL IFAS</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>
<b>EDUCATION &amp; GENERAL TOTAL REVENUES</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 0.0</b>	<b>\$ 27.4</b>	<b>\$ 33.6</b>

\*Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

### OTHER BUDGET ENTITIES

#### Auxiliary Enterprises

Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	n/a	n/a	n/a	n/a	\$ 0.00	n/a
----------	-----	-----	-----	-----	---------	-----

#### Contracts & Grants

Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	n/a	n/a	n/a	n/a	\$ 0.00	n/a
----------	-----	-----	-----	-----	---------	-----

#### Local Funds

Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	n/a	n/a	n/a	n/a	\$ 0.00	n/a
----------	-----	-----	-----	-----	---------	-----

#### Faculty Practice Plans

Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	n/a	n/a	n/a	n/a	\$ 0.00	n/a
----------	-----	-----	-----	-----	---------	-----

<b>OTHER BUDGET ENTITY TOTAL REVENUES</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 0.00</b>	<b>n/a</b>
---	------------	------------	------------	------------	----------------	------------

<b>UNIVERSITY REVENUES GRAND TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>\$ 0.00</b>	<b>n/a</b>
--	------------	------------	------------	------------	----------------	------------





## FISCAL INFORMATION (continued)

### Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	n/a	n/a	n/a	\$ 3,099.60	\$ 3,099.60
Tuition Differential Fee	n/a	n/a	n/a	\$ 0.00	\$ 0.00
Percent Increase	n/a	n/a	n/a	0 %	0 %
Required Fees <sup>1</sup>	n/a	n/a	n/a	\$ 1,932.00	\$ 1,932.00
<b>TOTAL TUITION AND FEES</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 5,031.60</b>	<b>\$ 5,031.60</b>

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

### Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	n/a	n/a	n/a	n/a	n/a
Average Amount of Debt <i>for Bachelor's who have graduated with debt</i>	n/a	n/a	n/a	n/a	n/a
Student Loan Cohort Default Rate (2nd Year)	n/a	n/a	n/a	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	n/a	n/a	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students.

### Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	n/a	n/a	n/a	n/a	n/a	n/a
AT HOME	n/a	n/a	n/a	n/a	n/a	n/a

### Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT	AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below \$40,000	n/a	n/a	n/a	n/a	n/a	n/a
\$40,000-\$59,999	n/a	n/a	n/a	n/a	n/a	n/a
\$60,000-\$79,999	n/a	n/a	n/a	n/a	n/a	n/a
\$80,000-\$99,999	n/a	n/a	n/a	n/a	n/a	n/a
\$100,000 Above	n/a	n/a	n/a	n/a	n/a	n/a
Missing	n/a	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL FEE INCREASE REQUEST FOR FALL 2013

Effective Date	
University Board of Trustees approval date:	n/a
Campus or Center Location	
Campus or center location to which the tuition differential fee increase will apply (If the entire university, indicate as such):	Florida Polytechnic University, Lakeland, FL
Undergraduate Course(s)	
Course(s). (If the tuition differential fee applies to all university undergraduate courses, indicate as such. If not, provide rationale for the differentiation among courses):	n/a
Current and Proposed Increase in the Tuition Differential Fee	
Current Undergraduate Tuition Differential per credit hour:	n/a
Percentage tuition differential fee increase (calculated as a percentage of the sum of base tuition plus tuition differential):	n/a
\$ Increase in tuition differential per credit hour:	n/a
\$ Increase in tuition differential for 30 credit hours:	n/a
Projected Differential Revenue Generated	
Incremental revenue generated in 2013-14 (projected):	\$ 0.00
Total differential fee revenue generated in 2013-14 (projected):	\$ 0.00
Intended Uses	
Describe how the revenue will be used.	
Florida Polytechnic University is expected to have students Fall 2014.	
Describe the Impact to the Institution if Tuition Differential is Not Approved	
n/a	
Request to Modify or Waive Tuition Differential Uses (pursuant to Section 1001.706(3)(g) the Board may consider waiving its regulations associated with the 70% / 30% intended uses criteria identified in Regulation 7.001(14). If the university requests a modification; identify the modification, purpose of the modification, and rationale for the modification.)	
n/a	



## FISCAL INFORMATION (continued)

### TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	n/a
Total Number of Advisors Hired or Retained (funded by tuition differential):	n/a
Total Number of Course Sections Added or Saved (funded by tuition differential):	n/a
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	n/a
\$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
\$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a
\$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	n/a



**FISCAL INFORMATION (continued)**  
**TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,**  
**& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14**

**University Tuition Differential**

Budget Entity: 48900100 (Educational &amp; General)

SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)

	Estimated Actual* 2012-13 -----	Estimated 2013-14 -----
<b><u>FTE Positions:</u></b>		
Faculty	.	.
Advisors	.	.
Staff	.	.
Total FTE Positions:	0	0
<b><u>Balance Forward from Prior Periods</u></b>		
Balance Forward	\$ -	\$ -
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	\$ -	\$ -
<b><u>Receipts / Revenues</u></b>		
Tuition Differential Collections	\$ -	\$ -
Interest Revenue - Current Year	-	-
Interest Revenue - From Carryforward Balance	-	-
Total Receipts / Revenues:	\$ -	\$ -
<b><u>Expenditures</u></b>		
Salaries & Benefits	\$ -	\$ -
Other Personal Services	-	-
Expenses	-	-
Operating Capital Outlay	-	-
Student Financial Assistance	-	-
Expended From Carryforward Balance	-	-
**Other Category Expenditures	-	-
Total Expenditures:	\$ -	\$ -
<b>Ending Balance Available:</b>	\$ -	\$ -

\*Since the 2012-13 year has not been completed, provide an estimated actual.

\*\*Provide details for "Other Categories" used.



## FISCAL INFORMATION (continued)

### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University: FLORIDA POLYTECHNIC UNIVERSITY							
<u>Undergraduate Students</u>	-----Actual-----			-----Projected-----			
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Tuition:</b>							
Base Tuition - (0% inc. for 2013-14 to 2016-17)				\$103.32	\$103.32	\$103.32	\$103.32
Tuition Differential (no more than 15%)					\$0.00	\$0.00	\$0.00
<b>Total Base Tuition &amp; Differential per Credit Hour</b>	\$0.00	\$0.00	\$0.00	\$103.32	\$103.32	\$103.32	\$103.32
% Change					0.0%	0.0%	0.0%
<b>Fees (per credit hour):</b>							
Student Financial Aid <sup>1</sup>					\$5.16	\$5.16	\$5.16
Capital Improvement <sup>2</sup>					\$4.76	\$4.76	\$4.76
Activity & Service					\$17.62	\$17.62	\$17.62
Health					\$9.58	\$9.58	\$9.58
Athletic					\$14.12	\$14.12	\$14.12
Transportation Access					\$8.00	\$8.00	\$8.00
Technology <sup>1</sup>					\$5.16	\$5.16	\$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Fees</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$64.40	\$64.40	\$64.40
<b>Total Tuition and Fees per Credit Hour</b>	\$0.00	\$0.00	\$0.00	\$103.32	\$167.72	\$167.72	\$167.72
% Change					62.3%	0.0%	0.0%
<b>Fees (block per term):</b>							
Activity & Service							
Health							
Athletic							
Transportation Access							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
<b>Total Block Fees per term</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change							
<b>Total Tuition for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$3,099.60	\$3,099.60	\$3,099.60
<b>Total Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$1,932.00	\$1,932.00	\$1,932.00
<b>Total Tuition and Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$5,031.60	\$5,031.60	\$5,031.60
\$ Change		\$0.00	\$0.00	\$0.00	\$5,031.60	\$0.00	\$0.00
% Change						0.0%	0.0%
<b>Out-of-State Fees</b>							
Out-of-State Undergraduate Fee					\$510.00	\$510.00	\$510.00
Out-of-State Undergraduate Student Financial Aid <sup>3</sup>					\$25.50	\$25.50	\$25.50
Total per credit hour	\$0.00	\$0.00	\$0.00	\$0.00	\$535.50	\$535.50	\$535.50
% Change						0.0%	0.0%
<b>Total Tuition for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$18,399.60	\$18,399.60	\$18,399.60
<b>Total Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$2,697.00	\$2,697.00	\$2,697.00
<b>Total Tuition and Fees for 30 Credit Hours</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$21,096.60	\$21,096.60	\$21,096.60
\$ Change		\$0.00	\$0.00	\$0.00	\$21,096.60	\$0.00	\$0.00
% Change						0.0%	0.0%
<b>Housing/Dining<sup>4</sup></b>					\$0.00	\$0.00	\$0.00
\$ Change		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
% Change					#DIV/0!	#DIV/0!	#DIV/0!

<sup>1</sup> can be no more than 5% of tuition.<sup>3</sup> can be no more than 5% of tuition and the out-of-state fee.<sup>2</sup> limited in statute.<sup>4</sup> combine the most popular housing and dining plans provided to students



## ENROLLMENT PLANNING

### Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	n/a	n/a	n/a	n/a	n/a	303	44%	363	41%
FTIC (Profile Admit)	n/a	n/a	n/a	n/a	n/a	3	1%	4	1%
AA Transfers*	n/a	n/a	n/a	n/a	n/a	259	38%	367	42%
Other Transfers	n/a	n/a	n/a	n/a	n/a	116	17%	137	16%
Subtotal	n/a	n/a	n/a	n/a	n/a	681	100%	871	100%
GRADUATE STUDENTS		n/a							
Master's	n/a	n/a	n/a	n/a	n/a	11	100%	15	100%
Research Doctoral	n/a	n/a	n/a	n/a	n/a	n/a	xx%	n/a	xx%
Professional Doctoral	n/a	n/a	n/a	n/a	n/a	n/a	xx%	n/a	xx%
Subtotal	n/a	n/a	n/a	n/a	n/a	11	100%	15	100%
NOT-DEGREE SEEKING	n/a	n/a			n/a	n/a			
MEDICAL	n/a	n/a			n/a	n/a		n/a	
TOTAL	n/a	n/a			n/a	692		886	

Note\*: AA transfers refer only to transfers from the Florida College System.

### Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND (2006-07 to 2011-12)	2011-12		2013-14		2014-15		2015-16	
		ACTUAL FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL	PLANNED FTE	% of TOTAL
<b>UNDERGRADUATE</b>									
DISTANCE (>80%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
HYBRID (50%-79%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
TRADITIONAL (<50%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
<b>TOTAL</b>	n/a	n/a	n/a	n/a	n/a	<b>500</b>	<b>100%</b>	<b>855.6</b>	<b>100%</b>
<b>GRADUATE</b>									
DISTANCE (80%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
HYBRID (50%-79%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
TRADITIONAL (<50%)	n/a	n/a	n/a	n/a	n/a		xx%		xx%
<b>TOTAL</b>	n/a	n/a	n/a	n/a	n/a	<b>8</b>	<b>100%</b>	<b>14.75</b>	<b>100%</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).



## ENROLLMENT PLANNING (continued)

### Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
<b>Florida Resident</b>									
LOWER	n/a	n/a	n/a	n/a					n/a
UPPER	n/a	n/a	n/a	n/a					%
GRAD I	n/a	n/a	n/a	n/a					%
GRAD II	n/a	n/a	n/a	n/a					%
TOTAL	n/a	n/a	n/a	n/a					%
<b>Non- Resident</b>									
LOWER	n/a	n/a	n/a	n/a					%
UPPER	n/a	n/a	n/a	n/a					%
GRAD I	n/a	n/a	n/a	n/a					%
GRAD II	n/a	n/a	n/a	n/a					%
TOTAL	n/a	n/a	n/a	n/a					%
<b>TOTAL</b>									
LOWER	n/a	n/a	n/a	n/a	298.5	368.60	502.80	1186.80	%
UPPER	n/a	n/a	n/a	n/a	201.45	487.00	796.38	1952.20	%
GRAD I	n/a	n/a	n/a	n/a	8.06	14.75	21.50	173.50	%
GRAD II	n/a	n/a	n/a	n/a					%
TOTAL	n/a	n/a	n/a	n/a	508.01	870.35	1320.68	3312.50	%
TOTAL (US FTE)	n/a	n/a	n/a	n/a	667.35	1160.47	1760.90	4416.67	%

### Medical Student Headcounts *(FTE does not apply)*

<b>Medical Doctorate</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Dentistry</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Veterinary</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
<b>Pharmacy</b>									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	%





## ACADEMIC PROGRAM COORDINATION

### New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
n/a						
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
n/a						
<b>DOCTORAL PROGRAMS</b>						
n/a						



## ACADEMIC PROGRAM COORDINATION (Continued)

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>College of Innovation and Technology</b>						
<b>BACHELOR'S PROGRAMS</b>						
Advanced Technology- Cloud Virtualization & Big Data Analytics	11.04XX	STEM- Computational Science	FSU USF	No	TBD	TBD
<b>Sciences-</b> Logistics, Materials and Supply Chain	52.0203	STEM- Business	FIU	No	TBD	TBD
<b>Computer Science and Information Technology-</b> Cyber Gaming, Information Assurance and Cyber Security	11.0804	STEM- Interactive Media and Simulation	None	No	TBD	TBD
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Advanced Technology- Cloud Virtualization & Big Data Analytics	11.04XX	STEM- Computational Science	None	No	TBD	TBD
<b>Sciences-</b> Logistics, Materials and Supply Chain	52.0203	STEM-Business	None	No	TBD	TBD
<b>Computer Science and Information Technology-</b> Cyber Gaming, Information Assurance and Cyber Security	11.0804	STEM- Interactive Media and Simulation	None	No	TBD	TBD
<b>DOCTORAL PROGRAMS</b>						
n/a						



## ACADEMIC PROGRAM COORDINATION (Continued)

### New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>College of Engineering</b>						
<b>BACHELOR'S PROGRAMS</b>						
Computer Engineering Machine Intelligence, Embedded System Design, and Digital Logic Design	14.0901	STEM- Computer Engineering	FAMU FAU FIU FSU UCF UF USF UWF	No	TBD	TBD
Electrical Engineering Control Systems, Magnetics, Digital Systems, Electrodynamics, Semiconductor	14.1001	STEM-Electrical and Electronics Engineering	FAMU FAU FIU FSU UCF UF UNF USF UWF	No	TBD	TBD
Industrial Engineering Multifunctional Materials Development, Geometric Dimensioning and Tolerancing	14.3501	STEM- Industrial Engineering	FAMU FSU UCF USF	No	TBD	TBD
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Computer Engineering Machine Intelligence, Embedded System Design, and Digital Logic Design	14.0901	STEM- Computer Engineering	FAMU FAU FIU FSU UCF UF UNF USF	No	TBD	TBD
Electrical Engineering Control Systems, Magnetics, Digital Systems, Electrodynamics, Semiconductor	14.1001	STEM-Electrical and Electronics Engineering	FAMU FAU FIU FSU UCF UF USF	No	TBD	TBD
Industrial Engineering Multifunctional Materials Development, Geometric Dimensioning and Tolerancing	14.3501	STEM- Industrial Engineering	FAMU FSU UCF USF	No	TBD	TBD
<b>DOCTORAL PROGRAMS</b>						
n/a						



## KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.
Professional/Licensure Exam First-time Pass Rates Exams Above National/State Benchmark Exams Below National/State Benchmark	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the <u>same</u> institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see <a href="#">link</a> .
FTIC Graduation Rates In 4 years (or less) In 6 years (or less)	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
AA Transfer Graduation Rates In 2 years (or less) In 4 years (or less)	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the <u>same</u> institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, F.S.) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.



<b>Return on Investment</b>	
<b>Bachelor's Degrees Awarded</b>	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see <a href="#">link</a> .
<b>Percent of Bachelor's Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see <a href="#">link</a> .
<b>Graduate Degrees Awarded</b>	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Percent of Graduate Degrees in STEM</b>	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Employed in Florida</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Percent of Baccalaureate Graduates Continuing their Education (in FL)</b>	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see <a href="#">link</a> .
<b>Annual Gifts Received (\$M)</b>	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at <a href="http://www.cae.org/vse">www.cae.org/vse</a> .) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
<b>Endowment (\$M)</b>	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
<b>Goals Specific to Research Universities</b>	
<b>Academic Quality</b>	
<b>Faculty Awards</b>	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>National Academy Members</b>	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see <a href="#">link</a> .
<b>Number of Post-Doctoral appointees</b>	As submitted to the National Science Foundation Survey of Graduate Students and Postdoctorates in Science & Engineering (also known as the GSS) – see <a href="#">link</a> .
<b>Number of Science &amp; Engineering Disciplines nationally ranked in Top 100</b>	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the



for research expenditures	National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at <a href="#">link</a> ), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Return on Investment</b>	
<b>Total Research Expenditures (\$M)</b>	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see <a href="#">link</a> .
<b>Science &amp; Engineering Research Expenditures in non-medical/health sciences</b>	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see <a href="#">link</a> , table 36 <i>minus</i> table 52), but now data must be queried via WebCASPAR – see <a href="#">link</a> .
<b>Percent of R&amp;D Expenditures funded from External Sources</b>	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Patents Issued</b>	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licenses/Options Executed</b>	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Licensing Income Received (\$M)</b>	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>Number of Start-up Companies</b>	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see <a href="#">link</a> .
<b>National rank is higher than predicted by Financial Resources Ranking</b> <i>based on US News &amp; World Report</i>	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
<b>Research Doctoral Degrees Awarded</b>	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .
<b>Professional Doctoral Degrees Awarded</b>	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see <a href="#">link</a> .